

Environment

Unit 4 Farming

1. Whole class instruction

Objective: To learn how farming uses the land. To learn some of the differences between organic and non-organic farming.



1.1. Go to Textbook pages 18-19

“Have you ever seen or been to a farm? What did you see there?”

- ▶ Elicit students' experiences of farms. Discuss the differences between large scale or monocrop farms (where only one kind of crop is grown), and smaller farms, where many different types of crops may be grown.
- ▶ Discuss some advantages of large farms – more food is produced cheaper – and the disadvantages – not good for the soil or environment, large scale animal farms can be cruel to animals, most use pesticides and artificial fertilizers.
- ▶ Discuss some advantages of organic farms – better soil, environment is more in balance, generally more humane to animals – and the disadvantages – less food is produced and it is more expensive to produce.

1.2. Go to Organic Food creative topic

- ▶ This book gives a very good overview of farming and how organic farming came about. You may like the students to read this book as a group or individually. Or you can break the book into sections and assign a section to different groups, pairs or individuals. The group could then read the section and report on it. For example, one group could report on farming in ancient times (pages 4-7), another could report on how plants grow (pages 8-11), a third could report on agricultural revolutions (pages 12-17), and so on.

Organic farming
Creative Topic

2a. Group exploration

2.1. Farming and cultures

- ▶ Students can research farming methods used in other cultures, for example, methods used by small farmers in India or Africa, or methods used to grow different crops, such as rice, bananas and wheat.



2b. Literacy activity

Go to Literacy>> Organic farming

- ▶ The Organic Farming book describes how an organic farmer controls pests without using chemicals. Most farmers do not use all of these techniques at the same time. Some organic farmers also use organic pesticides that are made of natural ingredients, such as orange peel. Students may like to discuss which of the methods used by the organic farmer in the story would be useful for a home garden, and which ones might not be practical at home.

**Comprehension
workbook 6
Organic farming**

3. Plenary session

- ▶ Review some of the ways that organic farming is different from non-organic farming. Review how farming changes the land, for example, by taking nourishment out of the soil. Ask students how this can be reversed.

4. Further work/homework

- ▶ Students could draw a diagram or picture of an organic farm, labelling the different elements such as animals, hedges, types of crops.